

## **Strategic Planning Progress Report Fiscal Year 2003**

**Cabinet:** Kentucky Department of Education  
**Contact:** Gene Wilhoit, Commissioner

**Highlights:** In 2001, the Kentucky Board of Education adopted a strategic plan based on the long-term goal of all schools and students reaching proficiency by 2014. It also established ambitious goals for teaching and leadership quality and strong supportive environments in schools. Progress has been made in each of those areas over the past two years. Kentucky schools and students continue to move toward proficiency. Dropout rates declined significantly for the first time since 1992. The number of emergency certified teachers declined in 2003, reversing a previous trend. Record numbers of Kentucky teachers earned national certification. Technology became accessible to more students and teachers. Kentucky Virtual High School continues to grow. A variety of targeted grant programs assisted schools in being responsive to the non-academic needs of students and their families. The Kentucky Department of Education has streamlined its services and operations, focused its energies on the most effective ways to improve student performance and increased its efforts to support district staff in supporting their schools. In current dollar terms, SEEK base funding per pupil remained essentially unchanged.

The performance targets in this document have been established in a variety of ways. Student performance targets are based on steady annual progress toward proficiency by 2014. Other targets are based on the current performance of Kentucky's highest performing schools. Others are based on standards set by state or national groups. Based on the availability of accessible data, measures have been stated in terms of the percentage of schools or students meeting the established performance standard. Also, based on the availability of data, results have been reported separately for elementary, middle and high schools.

### **GOAL 1: HIGH STUDENT PERFORMANCE**

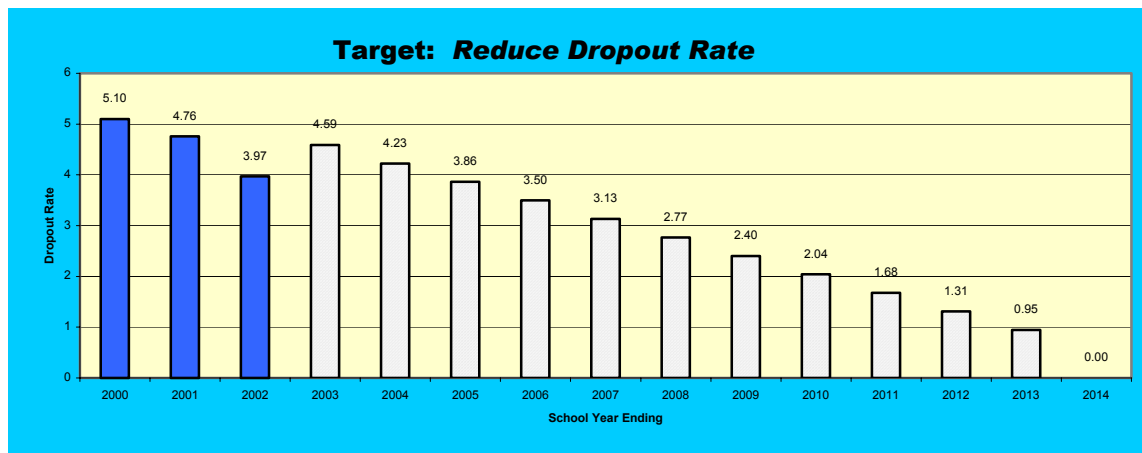
Since the enactment of the Kentucky Education Reform Act of 1990, Kentucky schools have made significant progress toward the goal of proficiency by 2014. As measured by the Commonwealth Accountability Testing System (CATS) as a score of 100, all schools have made some progress toward the goal, most schools have made adequate progress to reach 100 by 2014, and a few schools have already reached the goal. The percentage of young children served by high quality preschools is at a high level. Dropout rates declined significantly for the first time since 1992. Areas that need attention include performance gaps among subgroups of students, high school performance, attendance and student failure rates.

#### **Objective 1.1 Every student in school and making strong progress**

**Status:** **Action Plan in progress**

The Kentucky Department of Education (KDE) is addressing all objectives through focused and coordinated initiatives. Special emphasis has been placed on dropout reduction and reducing performance gaps among subgroups of students to meet requirements adopted by the General Assembly in 2002 (Senate Bill 168).

## Performance Indicator 1.1.1. Decrease the dropout rate overall and in all subcategories\*



Dropout Rate Reduction	Year	Rate*	High Schools Meeting Reduction Goals
Baseline	1999-2000	5.10%	
Actual	2001-2002	3.97%	83%
Target	2005-2006	4.0%	100%

*Notes:* Dropout rate reduction targets have been established for student subgroups (based on gender, ethnicity, disability, poverty and English language proficiency). For each subgroup, the baseline is the actual dropout rate for 2002 and the target is 0 in 2014. Interim goals for each subgroup are determined by a straight-line trajectory from the 2002 baseline to the 2014 goal.

**Overall reduction goal exceeded for 2002.** Data source: Non-Academic Data, 1993-2002 (KDE)

\*Dropouts are students who leave a school at any time after initially enrolling and who do not enroll in another public or non-public school. The dropout rate is calculated using national standards, by dividing the number of dropouts by the total number of students enrolled (fall membership - from 2<sup>nd</sup> month Growth Factor Report).

## Performance Indicator 1.1.1.a. Increase graduation rate overall and in all subcategories.

Graduation Rate Increase	Year	Percent of Students
Baseline	2002-2003	
Target	2005-2006	
Target	2013-2014	100%

*Note:* Graduation rates will be established under federal NCLB Act definitions.

**Performance Indicator 1.1.2. Decrease student failures (retentions), particularly in the 9th grade, and in all subcategories\***

Retention Rate** Reduction	Year	All Students	Ninth Graders
Baseline	1999-2000	3.98%	11.8%
Actual	2001-2002	3.55%	10.8%
Target	2005-2006	3.10%	9.8%

*Notes:* \*Retention rate reduction targets have been established for student subgroups (based on gender, ethnicity, disability, poverty and English language proficiency). For each subgroup, the baseline is the actual rate for 2002 and the target for 2014 is based on the overall performance of Kentucky's highest performing schools in 2002. Interim goals for each subgroup are determined by a straight-line trajectory from the 2002 baseline to the 2014 goal. Data source: Non-Academic Data, 1993-2002 (KDE)

\*\*The retention rate is the percentage of students who are required to repeat a grade or, in high schools, who do not earn enough credits to be considered a member of the next highest class. Data source: Kentucky Briefing Packet: Non-academic Data, 1993-2002 (KDE)

**Performance Indicator 1.1.3. Increase student attendance rates**

Increase Student Attendance Rates	Year	Percentage of average daily attendance
Baseline	1999-2000	94.19%
Actual	2001-2002	94.43%
Target	2005-2006	95.20%
Target	2013-2014	96%

*Notes:* Data source: Kentucky Briefing Packet: Non-academic Data, 1993-2002 (KDE)

**Performance Indicator 1.1.4. Increase participation in high quality preschool programs**

Increase Preschool Participation	Year	Percent Enrolled
Baseline	2000-2001	85%
Actual	2001-2002	92%
Actual	2002-2003	89%
Target	2005-2006	100%

*Notes:* Participation includes children served through the state-funded preschool program and federally funded Head Start. The two programs have comparable operational standards and frequently blend or jointly operate services. In the future, children served through child care programs rated as four-star under the new child care quality rating set by the Division of Early Childhood Development will be included as well. Estimates of eligible children are based on free-lunch eligible four-year-olds (43% of all four-year-olds in Kentucky) and preschoolers with developmental delays (13% of children, the state estimate). Data source: School district elementary enrollment data (KDE) and Head Start enrollment data (Head Start Collaboration Office)

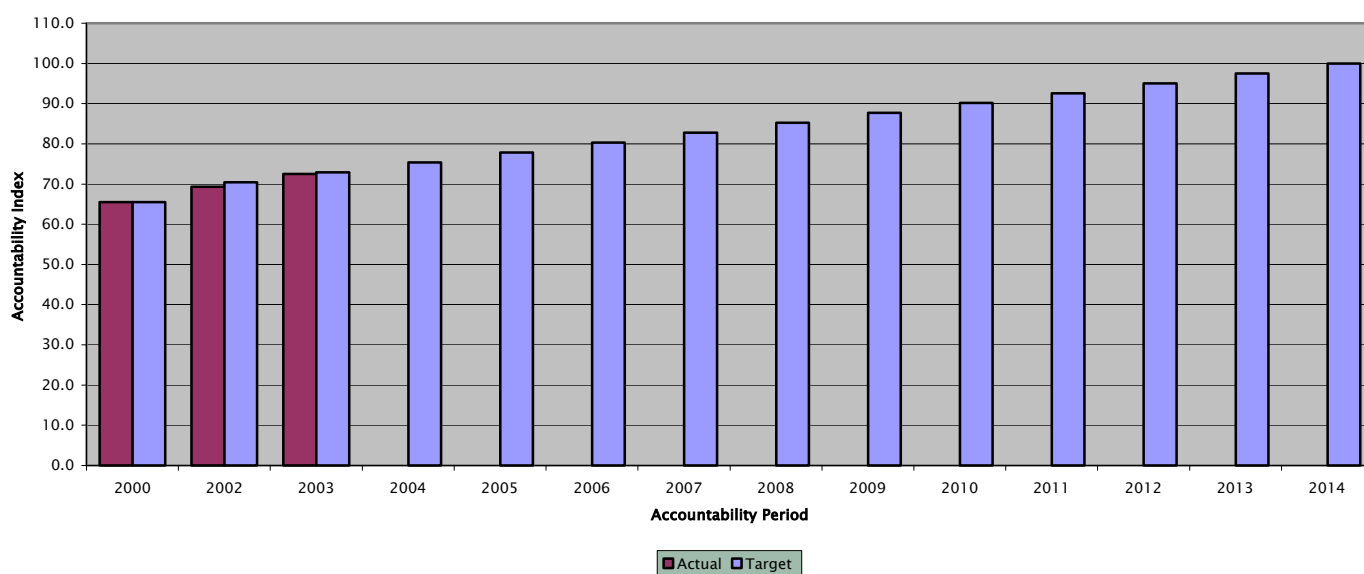
**Objective 1.2. Every student achieving at high levels**

Status: **Action Plan in progress**

KDE is addressing all objectives through work plans developed during 2001 and revised in 2003. KDE continues to maintain high performance standards for students, teachers, schools and districts, to measure performance against those standards and provide targeted help to those most in need. Highly skilled educators assist the lowest performing schools. Other staff work with districts to identify needs and provide or arrange for assistance.

Performance Indicator 1.2.1. Increase school accountability index scores (by reducing novice and apprentice level learners)

Accountability Index Performance



Increase School Scores	Year	Accountability Index*			
		All	Elem	Middle	High
Baseline	1998-2000	65.5	67.5	64.9	64.1
Actual	2000-2002	69.3	71.9	68.3	67.7
Actual	2002-2003	72.5	76.0	71.5	70.0
Target	2004-2006	80.3	79.8	75.1	74.9
Target	2012-2014	100	100	100	100

*Notes:* By 2014, all schools are to reach or exceed 100 on the Commonwealth Accountability Testing System (CATS) index. The graph represents an unweighted average of the elementary, middle and high school indices. The 2000-2002 statewide gains were slightly short of the amounts needed to be on track for meeting the 2014 target. The second chart shows the percentage of schools meeting their goals for academic achievement and dropout and novice reduction. The charts below show the percent of students performing at the lowest (novice) level and the percent of schools on track to reduce novice performers to no more than 5% of students by 2014. Data source: CATS Scores Reports (KDE)

Novice Reduction	Year	Percent of Students		
		Elementary	Middle	High
Baseline	1999-2000	29%	32%	29%
Actual	2001-2002	22%	27%	26%
Actual	2002-2003			
Target	2005-2006	18.7%	20.4%	18.7%
Target	2013-2014	5%	5%	5%

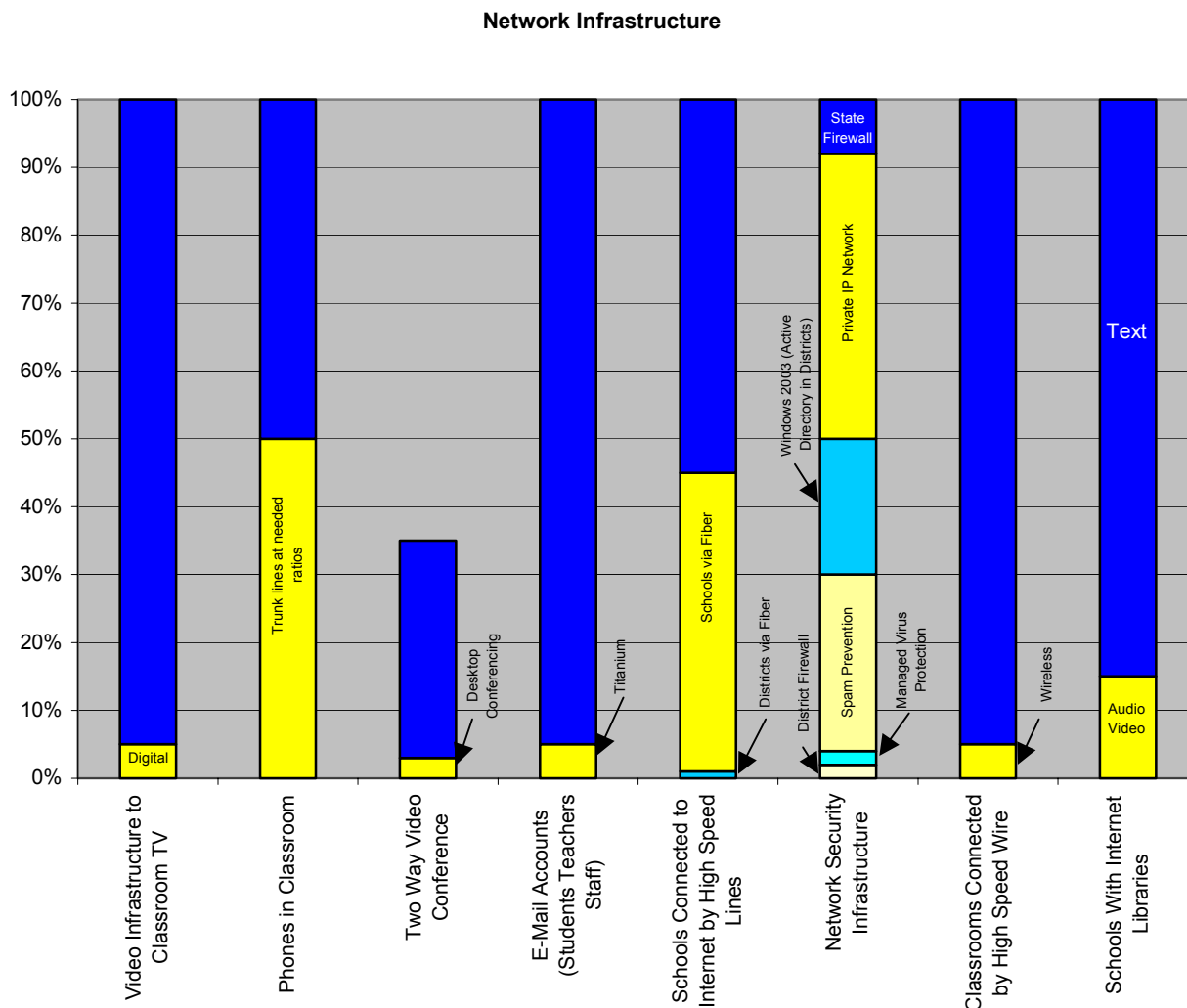
Novice Reduction	Year	Percent of Schools Meeting Reduction Goal		
		Elementary	Middle	High
Baseline	2000-2002	67%	55%	50%
Actual	2002-2003			
Target	2005-2006	100%	100%	100%

#### Performance Indicator 1.2.2. Increase school CTBS/5 scores

Increase CTBS Scores	Year	Percent of Schools at or above 50 <sup>th</sup> percentile			
		All Schools	End of Primary	6 <sup>th</sup> Grade	9 <sup>th</sup> Grade
Baseline	2000	59%	67%	55%	48%
Actual	2003	75%	84%	67%	62%
Target	2006	100%	100%	100%	100%

*Notes:* The Commonwealth Accountability Testing System (CATS) includes performance on a norm-referenced test (CTBS/5). Kentucky's state average CTBS/5 for all grades tested was at or above the 50<sup>th</sup> percentile in 2003. Although there has been major progress in this area, not all schools are reaching this level. Data source: 2003 CTBS/S Results for Exiting Primary and Grades 6 and 9

### Performance Indicator 1.2.3. Close curriculum and instructional gaps through greater technology access and use



*Notes:* KDE has had a Kentucky Board of Education approved Kentucky's Master Plan for Education Technology since 1992. The 1998-2000 Master Plan Update focused on improving teaching and learning for every Kentucky child: (1) to ensure equal access to technology for all students, teachers, and administrators; (2) to enable students to use technology to become independent life-long learners; (3) to empower teachers to use technology as a tool; (4) to develop a network for voice, video, and data that will connect all computers in every classroom, school, and district to global networks; and (5) to prepare Kentucky's children to work in the Information Age. Implementing the plan has entailed multiple initiatives and measures. The past and current initiatives, progress and targets are reported in the charts above.

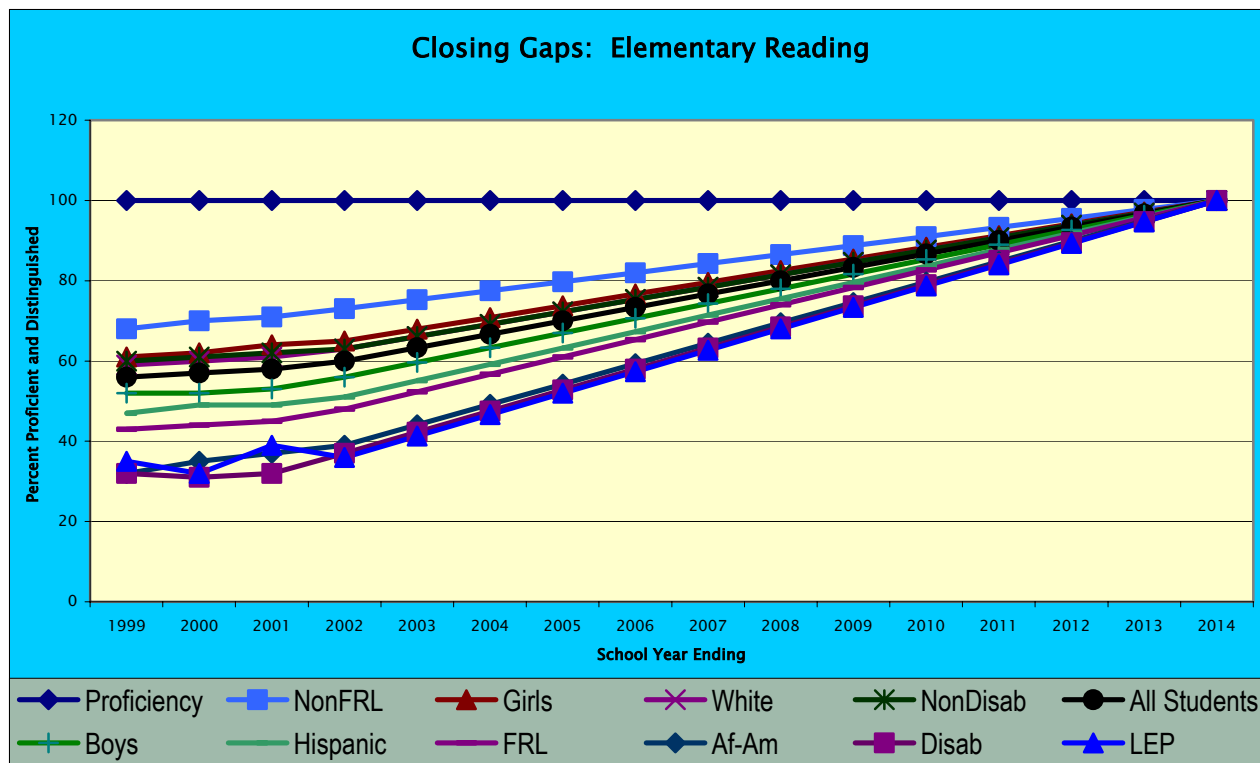
Target 2004 for Program of Studies; 2007 for Core Content for Assessment

*Notes:* KDE has three initiatives for integrating technology into the Program of Studies (state course content and graduation requirements), textbooks, other instructional materials and Core Content for Assessment. (1) Field input: At a series of regional meetings, technology resource teachers and teachers representing all content areas provided suggestions for additions to the Program of Studies and evaluation methods for the integration of technology within the curriculum. (2) Pilot strategies: Anderson County Schools, ISTE and KDE conducted a joint pilot project utilizing mentoring, professional development, and portfolio evaluation process. (3) Competency assessment: A list of computer competencies to be expected of graduating seniors has been developed and a basic plan for a testing program is being explored to evaluate these competencies, beginning in the 8th grade. The plan is currently being expanded to include a version of the evaluation for Kentucky Community and Technical College Systems.

#### Performance Indicator 1.2.4. Increase student scores overall and by subcategories on all assessments

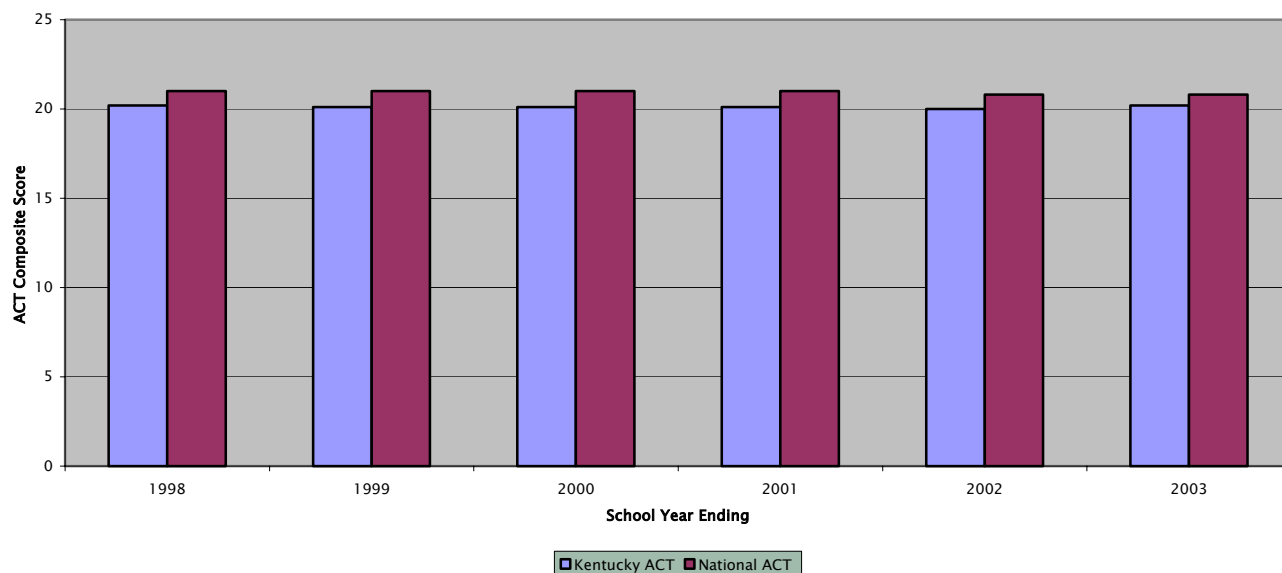
Baseline 2000-2002 CATS Scores

Target All students reach proficiency by 2014



*Notes:* For the Kentucky Core Content Test, performance targets have been established for subgroups of students based on gender, ethnicity, poverty, English language proficiency and disability for each level (elementary, middle and high) and in each of the tested subject areas (reading, writing, math, science, social studies, arts and humanities and practical living/vocational studies). The target for each subgroup is 100% of students performing at proficiency or above by 2014. The targets have a dual purpose: improvement by all groups and the elimination of achievement gaps between subgroups. The actual performances for 1999-2002 and the subgroup goals for elementary reading are shown below. Goals for other levels and subjects are available from KDE.

Kentucky and US ACT Scores 1998–2003



## Performance Indicator 1.2.5. Increase state NAEP (National Assessment of Educational progress) scores

Actual      Next results available in 2004

NAEP Scores Baseline Year	Grade	Subject	Proficient and above	Actual	Target
1998	4	Reading	29%	30% (2002)	34% (2002)
1998	8	Reading	29%	32% (2002)	34% (2002)
2002	4	Writing	27%		32% (2011)
1998	8	Writing	21%	25% (2002)	26% (2002)
2000	4	Math	17%		22% (2003)
2000	8	Math	21%		26% (2003)
2000	4	Science	29%		34% (2005)
2000	8	Science	29%		34% (2005)

Notes: Data source: National Assessment of Educational Progress

## Performance Indicator 1.2.6. Increase percentage of students with Limited English Proficiency (LEP) who have attained English proficiency.

Baseline To be established

Target 100 percent of LEP students will be proficient in English

## Objective 1.3. Every student reading at or above proficient level

Status: Action Plan in progress



Emphasis has been placed on literacy at all levels. Each school is expected to develop and implement a comprehensive literacy plan. Standards for school literacy efforts have been developed, and literacy program funds have been directed to schools with the largest numbers of readers not meeting CATS standards. Reading First will be implemented in 2003-2004 and beyond.

#### Performance Indicator 1.3.1. Increase reading scores of all students on all tests

##### Kentucky Core Content Test (KCCT)

KCCT Reading	Year	Percent proficient or better		
		Grade 4	Grade 7	Grade 10
Baseline	1999-2000	57	51	27
Actual	2001-2002	60	56	29
Actual	2002-2003	62	57	31
Target	2005-2006	73	71	53
Target	2014	100	100	100

*Notes:* Data source: CATS Score Reports (KDE)

##### Comprehensive Test of Basic Skills (CTBS)

CTBS Reading	Year	Percent of schools at or above 50 <sup>th</sup> percentile			
		All	End of Primary	Grade 6	Grade 9
Base	1999-2000	65%	68%	65%	62%
Actual	2002-2003	79%	82%	76%	74%
Target	2005-2006	100%	100%	100%	100%

*Notes:* Data source: CTBS/5 for exiting primary, grades 6 and 9

ACT Reading	Year	Score	Females	Males	African-American	Hispanic
Base	1999-2000	20.6	20.7	20.5	16.9	19.6
Actual	2002-2003	20.8	20.9	20.6	17.0	19.4
Target	2005-2006	21.3	22.0	22.0	22.0	22.0

*Notes:* Target is based on 2003 performance in high performing states where more than 50% of seniors took the ACT.

#### Objective 1.4. Every KDE employee working to enhance student success

Status: **Action Plan in progress**

KDE is addressing all objectives through work plans developed during 2001 and revised in 2003. Particular emphasis has been given to redirecting KDE resources (staff and grant dollars) to addressing Kentucky Board of Education priorities and needs identified by advisory groups of superintendents, principals, parents, and local school board members. A major joint initiative with the Education Professional Standards Board is the enterprise data system (MAX) directed by the General Assembly in 2000.

**Performance Indicator 1.4.1. Increase customer satisfaction with KDE services**

*Notes:* Budgetary restraints delayed implementation of quantitative measurement.

**Performance Indicator 1.4.2. Shift agency focus to helping districts and schools resolve problems**

*Notes:* In 2001, the Kentucky Board of Education clearly defined the mission of the agency as assisting all schools to reach proficiency by 2014. Agency leadership and staff teams are implementing initiatives to focus limited resources on priority areas (dropout reduction, literacy and closing achievement gaps). This effort will continue through 2005-2006.

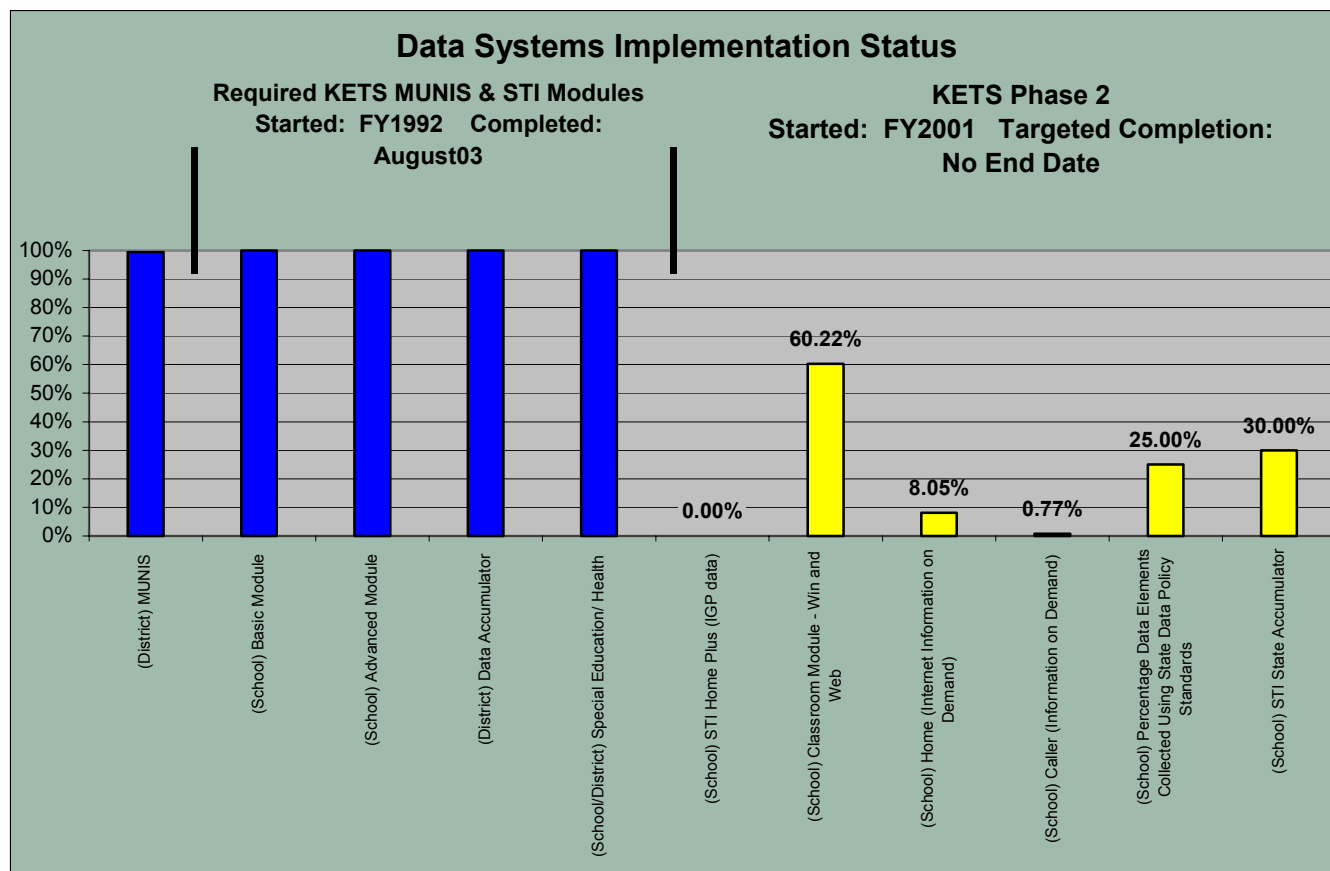
**Performance Indicator 1.4.3. Increase internal and external collaboration focused on goals**

*Notes:* In 2001 and 2002, KDE internal teams have focused on key issues, including student success, dropout reduction, achievement gaps, literacy, culturally responsive teaching/differentiated instruction, professional development standards, data collection, and student transition. To increase collaboration with outside partners, the Commissioner formed external advisory committees of parents, principals, superintendents and school board members. The advisory groups meet four to six times a year to discuss strategies related to KDE goals and objectives. The internal and external work led to a realignment of the agency. Refinement of this effort will continue during 2005-2006.

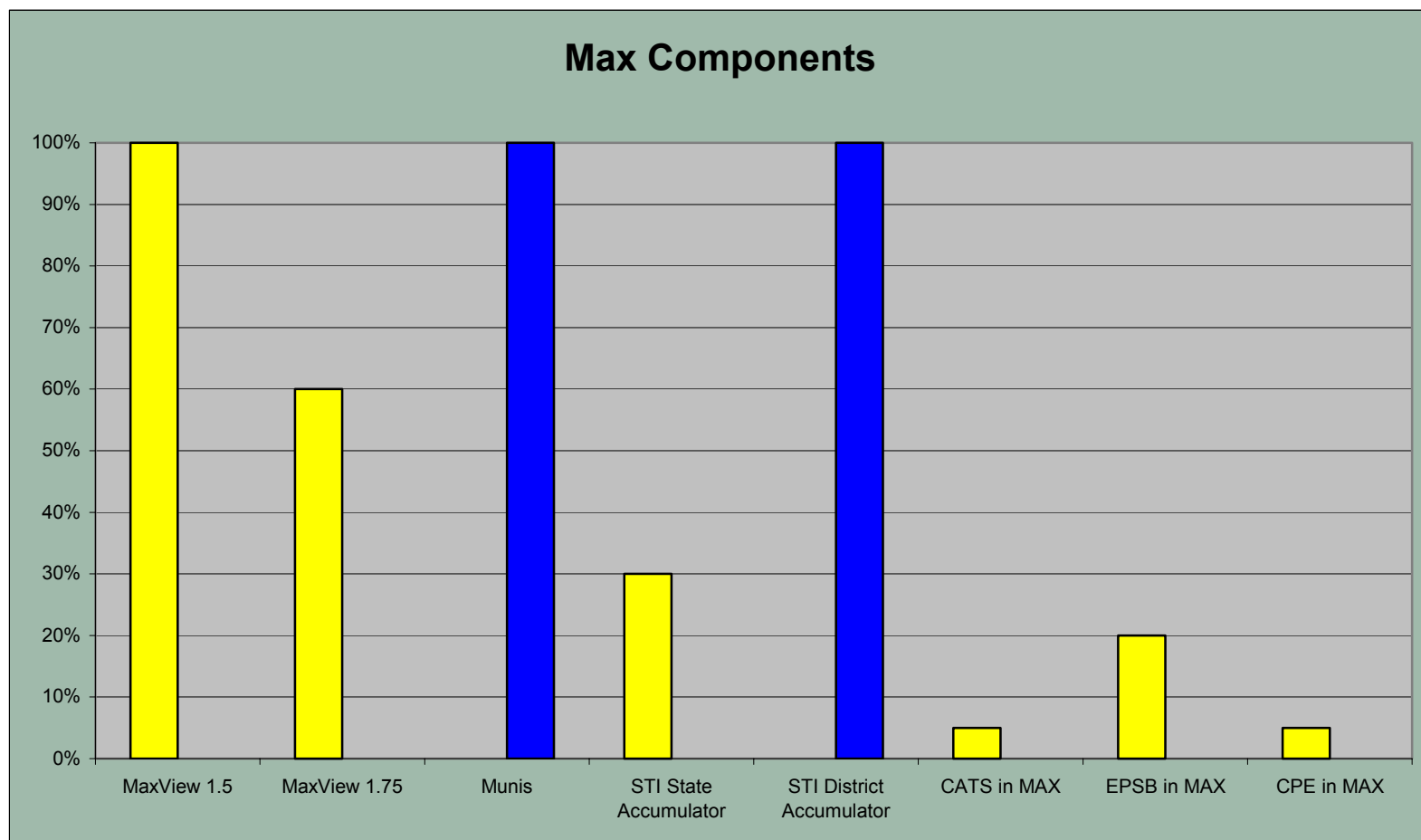
**Performance Indicator 1.4.4. Discontinue or merge redundant, inefficient and unaligned programs**

*Notes:* Discretionary grants for schools are being awarded through a centralized process to ensure that resources are being targeted to help the lowest performing students and that various resources awarded to a school or district are coordinated. All financial functions associated with grant administration have been shifted to KDE's internal administration office. Through consolidated program technical assistance, a small KDE team will assist the school-district in integrating resources for student achievement, instead of conducting separate, multiple visits from different programs. Independent initiatives in several functional areas, including local leadership development, have been combined and centralized. Five achievement gap coordinators have been established to help schools and districts receive needed services from KDE Frankfort staff. These activities will continue through 2005-2006.

## Performance Indicator 1.4.5. Streamline the collection of data from schools and districts



*Notes:* KDE, the Education Professional Standards Board and the Council on Postsecondary Education created the enterprise data system (Max) in 2001 to store all financial, student achievement and teacher data in one central electronic data warehouse. This system will enable the agencies to collect electronically each data element only once from schools and districts each year, thus eliminating substantial duplicative paperwork at the school and district levels. It also means that users (policy makers, public, parents, districts, schools and KDE staff) will be able to access, download and analyze KDE data through KDE's Internet website. KDE has identified all data elements that it collects, has designed the data warehouse and the interface, has established data collection and security policies, and has made data sets available through the system. Data sets are scheduled to be added until all data is a part of the system. Implementation of the system will continue through 2005-2006.



#### Objective 1.5. Every school accountable for student learning

Status: **Action Plan in progress**

The Kentucky Education Reform Act of 1990 (as amended) and regulations adopted by the Kentucky Board of Education have established a school and district accountability system that sets biennial and long-range school improvement targets as measured by student performance on various measures.

Performance Indicator 1.5.1. Increase school accountability index scores, including a reduction in novice level learners

*Note:* See data in Indicators 1.2.1, 1.2.2 and 1.2.5

Performance Indicator 1.5.2. Increase the percentage of schools making adequate yearly progress

Baseline: To be based on 2003 testing results

Target: 100 percent of schools making adequate yearly progress

**Objective 1.6. Every graduate ready for postsecondary education and/or work**Status: **Action Plan in progress**

To improve both college and job readiness for high school graduates, KDE is (1) working with high schools, Kentucky Virtual High School (KVHS) and other partners to provide opportunities for students in every high school to take Advanced Placement and dual credit classes, (2) expanding the scope of occupational skill standards certification, and (3) working to establish by 2006 a requirement that all graduates demonstrate basic technology skills.

**Performance Indicator 1.6.1. Increase rigor of secondary programs**

College Readiness	Year	Percent of students meeting ACT standards		
		English	Math	Science
Base	1999-2000	64%	27%	21%
Actual	2002-2003	63%	31%	21%
Target	2005-2006	79%	49%	38%

*Note:* For success in college courses, ACT says high school students need to score 18 or higher in English, 22 or higher in mathematics and 24 or higher in science. The chart shows the percentage of Kentucky students scoring at or above those levels. The target is the national percentages for 2000 plus 10 percentage points.

**Kentucky Virtual High School**

Districts Participating	Year	Number	Percentage
Baseline	2000-2001	55	31%
Actual	2001-2002	113	64%
Actual	2002-2003	165	94%
Target	2005-2006	176	100%

Students Participating	Year	AP Courses	Foreign Language
Baseline	2001-2002	1,037	155
Actual	2002-2003	2,100	390
Target	2005-2006		

*Note:* 100% of high schools have the technology and network access which makes it possible for them to offer online courses through KVHS. Districts and schools have been reluctant to pay the course fees which is hampering participation. In many schools, participation is restricted to only a few students who are on scholarships through the federal advanced placement grants. Legislation in 2002 (Senate Bill 74) upgrades requirements for advanced placement, International Baccalaureate, and dual enrollment (secondary-postsecondary) opportunities to increase the rigor of secondary programs.

Students taking rigorous courses	Year	Number	Percentage
Baseline	2000	13,885	47%
Actual	2002	17,274	58%
Actual	2003	17,557	59%
Target	2006	100%	100%

*Notes:* Data from ACT Kentucky Report

#### Performance Indicator 1.6.2. Increase students meeting skill standards in career areas

Students earning skills certificates	Year	Number of Students
Baseline	2000-2001	1,077
Actual	2001-2002	2,823
Actual	2002-2003	4,186
Target	2002-2003	1,185
Target	2005-2006	4,605

*Notes:* **Initial target exceeded.** Currently there are 18 assessment areas based on career clusters and career majors, in conjunction with the Workforce Development Cabinet. The goal was to increase the number of secondary students earning skill certificates by 10% each biennium. The initial increase was 162%. In 2003, one additional assessment will be piloted based on the National Standards for Technological Literacy. This assessment will be fully implemented statewide in 2004.

#### Performance Indicator 1.6.3. Increase students meeting full graduation requirements

*Notes:* Computer Technology Skills for all students have been developed, with input and endorsement of the standards from stakeholder groups. KDE is working in collaboration with the Kentucky Community and Technical College System to solicit input from various sources for possible on-line assessment instruments to use in verifying student proficiency. This activity will continue in 2002-2004. By 2006, all graduates should be able to demonstrate basic technology skills.

#### Performance Indicator 1.6.4. Increase students enrolling in and continuing in postsecondary education

Graduates enrolling in postsecondary education	Year	Percent
Baseline	1999-2000	57.8%
Actual	2001-2002	59.4%
Target	2005-2006	65%

*Notes:* **Initial target exceeded.** This goal was developed in conjunction with the Council on Postsecondary Education. Included in the calculation are students attending colleges in Kentucky, out-of-state colleges and vocational/technical schools. Data source: Non-Academic Report (KDE)

## Other Significant Accomplishments related to the Goal:

During the 2000-2004 school years, KDE targeted the six school districts in Kentucky with the largest African-American student population for special targeted assistance in order to increase the percentage of minority and low socioeconomic-status students who are reaching proficiency in all subjects. (These school districts serve more than 75% of all African American students in the state.) The schools in the project have engaged in extensive data analysis and reviews of their approaches to teaching and learning. These schools have responded by focusing their professional development resources on differentiated learning and other practices designed to boost the achievement of low-performing students. Analysis of performance data will determine further steps.

## GOAL 2: HIGH QUALITY TEACHING AND ADMINISTRATION

The objectives include preparing teachers and leaders for high achievement of all students, attracting more teachers in shortage areas (subject matter and geographical) and retaining experienced teachers and administrators, particularly in schools with large proportions of minority or low income students. During 2001-2002, KDE sought and secured the General Assembly's support for allowing five districts to develop alternative teacher compensation plans. Those plans have been implemented and are being evaluated for effectiveness. KDE has also worked with partners to establish additional future teacher organizations in high schools and to attract additional students, including minority students, into teacher and administrator preparation programs.

### Objective 2.1. Every teacher competent, caring and qualified

Status: **Action Plan in progress**

The Kentucky Department of Education in partnership with the Education Professional Standards Board, teacher preparation institutions, regional cooperatives and local school districts is working actively to increase the number of certified teachers, increase on-the-job support for teachers early in their careers and provide effective professional development.

#### Performance Indicator 2.1.1. Increase classes taught by highly qualified teachers

Emergency Certified Teachers	Year	Number of teachers		
		Special Education	All others	Total
Baseline	2000-2001	668	764	1432
Actual	2001-2002	822	989	1811
Actual	2002-2003	784	910	1694
Target	2005-2006	0	410 (1% of total)	410

*Notes:* The number of emergency certified teachers declined in 2002-2003, reversing a trend. Data source: Education Professional Standards Board

#### Performance Indicator 2.1.2. Increase new teachers who continue to full certification (1st 5 years)

*Notes:* Data analysis system under development by Education Professional Standards Board.

## Performance Indicator 2.1.3. Increase students enrolled in teacher preparation programs

Undergraduate Full-time	Year	Number	White, not Hispanic	Other
Baseline	1999-2000	7,374	6,849	458 (6%)
Actual	2001-2002			
Target	2005-2006			

Notes: Source: Education Professional Standards Board

## Performance Indicator 2.1.4. Increase retention of experienced teachers

Notes: See 2.1.2

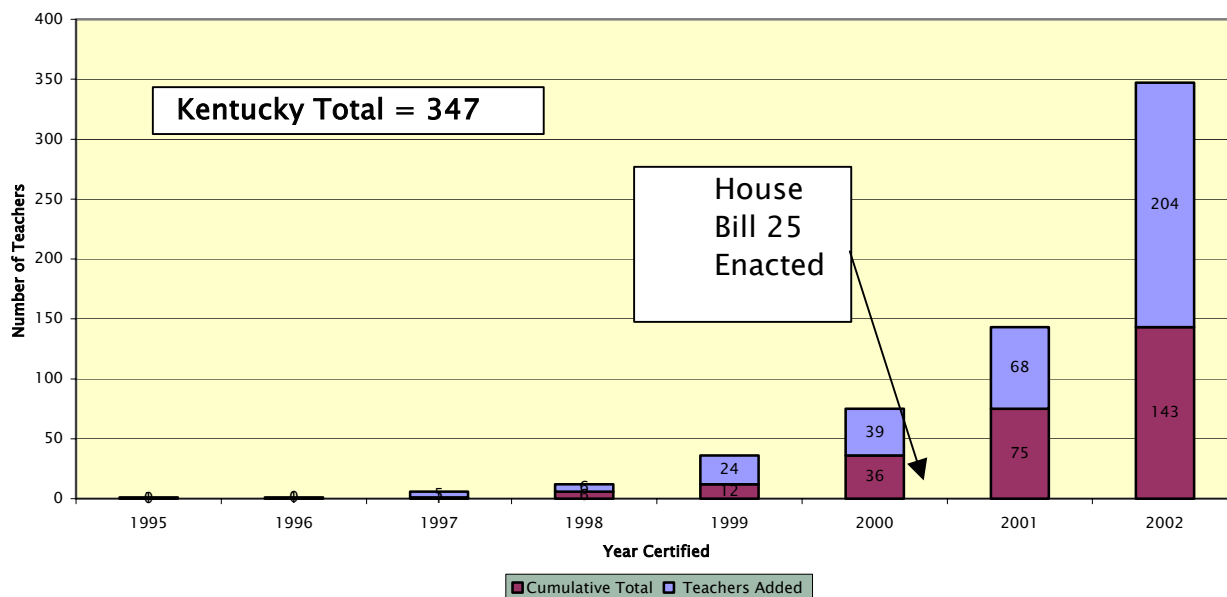
## Performance Indicator 2.1.5. Increase teacher participation in high quality professional development

Teachers in Content-Focused PD	Year	Percentage
Baseline	1999-2000	96.3
Actual	2001-2002	99.0
Target	2005-2006	100

Notes: Data source: School Report Cards

## Performance Indicator 2.1.6. Increase the number of nationally certified teachers

Kentucky Teachers Nationally Certified By Year and Cumulative Total



Nationally Certified	Year	Number added	Total number of
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Teachers in Kentucky			teachers certified
Baseline	2000	39	75
Actual	2002	204	347
Target	2020	100 per year	1,220 (1 per school)

*Notes:* House Bill 25 (2000 General Assembly) established a goal of 1 nationally certified teacher per school by 2020.

#### Performance Indicator 2.1.7 Increase qualified paraprofessionals

Baseline: To be determined

Target: 100 percent of paraprofessionals are qualified

#### Objective 2.2. Every principal an instructional leader

Status: **Action Plan in progress**

Since 2001-2002, KDE has provided a network of mentor coaches to support principals in schools below the assistance line (not meeting goals) during the 2000-2002 interim accountability cycle. KDE will continue to assist principals in the lowest performing schools based on CATS results and scholastic audits. The focus is on the leadership standard (Standard 7) in the *Kentucky Standards and Indicators for School Improvement*. The principals will be supported by highly skilled educators in their efforts to meet the standards.

#### Performance Indicator 2.2.1. Increase number of principals demonstrating mastery in leadership

Schools Meeting All Improvement Goals	Year	Percent Meeting Goals			
		All	Elem	Middle	High
Baseline	2000-2002	47%	56%	36%	26%
Actual	2002-2003				
Target	2004-2006	100	100	100	100

#### Objective 2.3. Every school an equitable place to work and learn

Status: **Action Plan in progress**

Based on a review of 2000-2002 results from scholastic audits and feedback from the field, KDE has redirected its efforts toward providing intensive services that support an equitable, supportive learning environment for teaching and learning, according to Standards 4-5: School Climate indicators in the *Kentucky Standards and Indicators for School Improvement*. Initiatives in this area include the Minority Student Achievement project, work with the Commissioner's Equity Council and General Assembly on closing achievement gaps (Senate Bill 168) and minority recruitment and retention.

#### Performance Indicator 2.3.1. Improve student performance results in all schools

*Note:* See data in indicators 1.2.1, 1.2.2 and 1.2.5.

#### Performance Indicator 2.3.2. Increase the percentage of students, parents and staff who perceive the school

## as equitable

*Notes:* Equity for students includes fairness in access to high quality curriculum, high quality teachers and instruction, and instructional resources. Equity for teachers includes fairness in employment practices, accessing instructional resources, Individual Growth Plan support, time and schedule decisions and policy structure. Measurement of perceptions requires a survey; funds for a survey were not available during 2002-2004.

## Performance Indicator 2.3.3. Increase diversity of instructional and leadership staff in schools

Teacher Diversity	Year	Percent of Teachers		
		African-American	Other Minority	Total Minority
Baseline	2000-2001	3.7%	0.4%	4.1%
Actual	2002-2003	3.6%	0.5%	4.1%
Target	2005-2006	6.5%	1.8	8.3
Target	2013-2014	11%	4%	15%

Leadership Diversity	Year	Percent of Certified Non-Teaching Personnel		
		African-American	Other Minority	Total Minority
Baseline	2000-2001	4.3%	0.2%	4.5%
Actual	2002-2003	3.9%	0.5%	4.4%
Target	2005-2006	6.9%	1.7%	8.6%
Target	2013-2014	11%	4%	15%

*Note:* The 2014 target is based on the current percentages of minority students plus a slight growth projection. The 2006 target is based on equal annual increases from 2001 to 2014.

**Objective 2.4. Every local district supportive of teachers and students**

Status: **Action Plan in progress**

KDE has several initiatives in place to help leadership at the district and school levels focus more effectively on improving student achievement. The *Kentucky Standards and Indicators for School Improvement* include standards for districts in supporting schools, and districts used this for developing comprehensive district improvement plans for 2002-2004 and subsequent years. A district scholastic audit process has been piloted. Increased attention is being given to the role of districts in school improvement. The initiatives are in preparation for district accountability requirements, effective 2004-2005.

**Performance Indicator 2.4.1. Increase superintendents demonstrating mastery in leadership**

District Performance	Year	Percent of Districts with all schools meeting all goals	Percent of Districts with 80% to 99% of schools meeting index goal
Baseline	2000-2002	7%	8%
Actual	2002-2003		
Target	2005-2006	100%	100%

Baseline Administrator technology standard

Target Implementation in 2004

*Notes:* In March 2003, EPSB appointed a Technology Standard Committee to develop a technology standard for administrators. In April, the Technology Standard Committee recommended the *Technology Standards for School Administrators* (TSSA) developed by the Collaborative for Technology Standards for School Administrators. All national organizations for educational leadership participated in the development of the TSSA and three Kentuckians were members of the writing team. The Commonwealth Collaborative for School Leadership Preparation (CCSLP), Kentucky Association of School Administrators (KASA), Kentucky Association of School Superintendents (KASS), and Kentucky Department of Education (KDE) endorsed this recommendation. In June, 2003 EPSB approved the Technology Standard Committee's recommendation and directed staff to develop an implementation plan. The work will continue.

**Performance Indicator 2.4.2. Increase local board and central office emphasis on high student achievement**

*Notes:* During 2002-2003, local school boards implemented Senate Bill 168 (2002 GA). This legislation required school boards to analyze the performance of student subgroups, develop plans for eliminating differentials, conduct a public hearing and monitor results annually. This effort will continue.

**Other Significant Accomplishments related to the Goal:**

All 2002-2004 comprehensive district improvement plans and categorical program budgets for state and federal program funds are posted on the KDE website for public access and review. The majority of schools have also posted their 2002-2004 comprehensive school improvement plans on the website.

**GOAL 3: STRONG AND SUPPORTIVE ENVIRONMENT FOR EACH SCHOOL AND EVERY CHILD**

KDE administers a variety of programs which provide resources to schools to remove barriers to learning and assist children and families. These include school health programs, breakfast and lunch programs, safe and drug-free schools, family literacy, community education, and family resource/youth services centers (administered through the Cabinet for Families and Children). Each of these programs has specific initiatives aligned with KDE objectives. In addition, KDE distributes state and federal funds to schools and sets standards for school buildings and school buses.

### Objective 3.1. Every child and teacher in a safe and caring environment

Status: **Action Plan in progress**

Working with local districts and other partners, KDE provides a variety of resources for improving attendance, increasing student and teacher safety, ensuring compliance with student health standards, increasing participation for eligible students in breakfast and lunch programs, and providing safe buildings. KDE, with assistance from other partners including the Department of Public Health, state universities, and the Cabinet for Families and Children, has drafted a Comprehensive Plan for Coordinated School Health. This plan focuses on teaching and modeling health lifestyles for children and youth involving parents and citizens, state and local education agencies, and state and local public health agencies.

#### Performance Indicator 3.1.1. Increase student attendance; decrease habitual truancy

*Notes:* See attendance data in Performance Indicator 1.1.3. The Department for Juvenile Justice addresses habitual truancy on an individual student basis, but data are not compiled currently.

#### Performance Indicator 3.1.2. Increase student and faculty health

Students with Required Medical Exams on File	Year	Percent of P-1 Students	Percent of Grade 6 Students
Baseline	2000-2001	94%	
Actual	2001-2002	98%	93%
Actual	2002-2003	98%	96%
Target	2005-2006	100%	100%

Students with Required Immunizations	Year	P-1 Students (MMR and Hepatitis)	Grade 6 (MMR)	Grade 6 (Hepatitis)	Age 6 or Younger (Chicken Pox)
Baseline	2000-2001	94%			
Actual	2001-2002	93%			
Actual	2002-2003	98%	99%	91%	95%
Target	2005-2006	100%	100%	100%	100%

*Notes:* Data source: School Health Activity Reports (KDE)

## Performance Indicator 3.1.3. Decrease violent incidents

Reduce Violent Incidents	Year	Violations					
		Part I*	Rate per 1,000	Part II**	Rate per 1,000	Board Policy***	Rate per 1,000
Baseline	1999-2000	942	1.5	6,887	11.2	85,367	138.6
Actual	2001-2002	873	1.7	7,361	12.1	77,706	126.4
Target (10% reduction)	2003-2004	786		6,625		69,935	
Target (3% annual reduction)	2005-2006	739		6,233		65,802	

*Notes:*

\* Part I crimes are aggravated assault, arson, burglary, homicide, rape, theft and robbery.

\*\* Part II crimes include simple assault, drug and alcohol violations, petty theft, curfew violations, possessing firearms, gambling, etc.

\*\*\* Local board policy violations are not violations of law; however, local board policies are designed to ensure an orderly learning environment.

Data is from the annual Safe Schools Data Report. Subsequently, a baseline can be calculated for each school: the performance indicator will then be the percentage of schools achieving a goal, with a target of 100% of schools. Kentucky has no persistently dangerous schools based on criteria developed in compliance with the federal No Child Left Behind Act.

## Performance Indicator 3.1.3. Ensure that all schools are drug free

Drug Violations	Year	Number	Per 1,000 students
Baseline	1999-2000	2,036	3.3
Actual	2001-2002	3,052	4.9
Target	2005-2006	1,500	2.5
Target	2013-2014	0	0

*Note:* Data is from School Safety reports. In future years, the target will be based on the percentage of schools (elementary, middle and high) that are drug free.

## Performance Indicator 3.1.4. Increase student participation in breakfast and lunch programs

Student Participation	Year	Average Daily Participation			
		Breakfast	Percent	Lunch	Percent
Baseline	10/2000	168,764	29.2%	469,001	71.8%
Actual	10/2002	184,101	30.5%	481,680	72.7%
Target	10/2002	172,998	29.9%		
Target	10/2006	193,420	32.1%		

*Notes:* **Initial target exceeded.** 2006 target is based on 2% annual growth. No target has been established for the lunch program.

#### Performance Indicator 3.1.5. Decrease school buildings needing major upgrading

Replace, Repair or Renovate Level 5 Buildings	Year	Number of Level 5 Buildings
Baseline	2001	63
Actual	2003	40
Target	2004	32
Target	2008	0

*Notes:* Based on age and other standards, Level 5 buildings are those most in need of repair, renovation or replacement. The 2003-2004 state budget provided a significant amount of bonding capacity for upgrading Level 5 buildings. That funding will address more than half of the remaining Level 5 schools. Achievement of the goal by 2008 is contingent on additional funding and the ability to sell bonds.

### Objective 3.2. Every child who is behind receiving increased supports

Status: **Action Plan in progress**

In 2001-2002, KDE provided schools and districts with a variety of assessment strategies and tools, including reading instruments, that schools and districts may use to keep track of student progress so that struggling students are identified quickly and receive effective help immediately. KDE provides targeted resources to schools to help them meet both academic and non-academic needs of students.

#### Performance Indicator 3.2.1. Decrease students scoring novice and apprentice

*Notes:* See indicator 1.2.1.

#### Performance Indicator 3.2.2. Respond more quickly to students needing help

*Notes:* A direct measure of how quickly schools respond to student needs is not currently in place. See indicators 1.1.1 and 1.1.2.

#### Performance Indicator 3.2.3. Improve delivery of services to students at risk

*Notes:* Data indicating how thoroughly schools respond to needs of “at risk” students is not currently collected. See pre-school data under indicator 1.1.4.

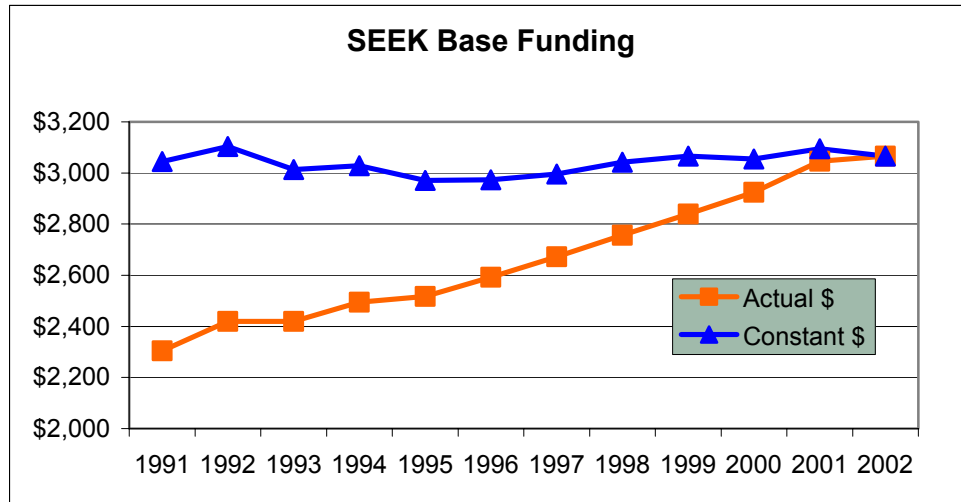
### Objective 3.3. Every school with sufficient instructional resources for high achievement

Status: **Action Plan in progress**

KDE’s historic statutory role has been to distribute state and federal funds to districts and schools fairly and equitably. KDE has conducted studies concerning the adequacy of funding to support KERA, including Support Education Excellence in Kentucky (SEEK) and other programs. In addition, in conjunction with partners and the General Assembly under Senate Bill 402, a small number of districts

are participating in a pilot on differentiated compensation for teachers. The impact of these programs is being evaluated by third party compensation specialists.

**Performance Indicator 3.3.1. Increase resources through SEEK and distribute more equitably**



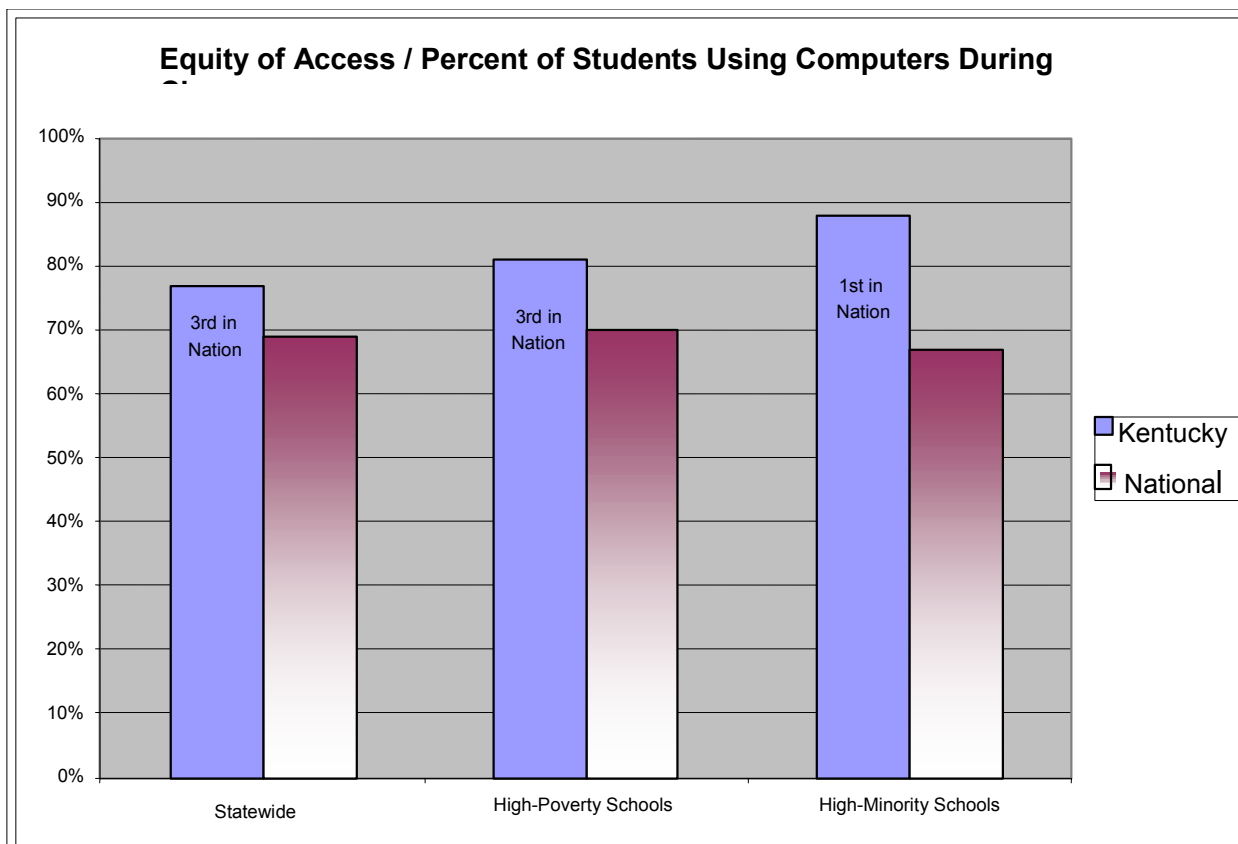
*Note:* Since 1992, in conjunction with the General Assembly and others, KDE has regularly commissioned third parties to analyze SEEK funds distribution. Those studies have consistently concluded that SEEK has eliminated the inequities that existed prior to 1990; i.e., relative to the needs of students, state aid is distributed fairly. In 2003, two studies commissioned by KDE concluded that overall SEEK funding is inadequate to meet the needs of all students. One study calculated the cost of adding services which have been demonstrated to be effective in other states but which Kentucky does not provide. The second study was based on Kentucky educators' judgment of what resources they need to ensure that all students reach proficiency. Based on the study findings, in June, 2003, the Kentucky Board of Education unanimously approved a resolution supporting increased funding to support Kentucky schools. Achievement of the objective depends on future appropriations.

**Performance Indicator 3.3.2. Increase average teacher salary**

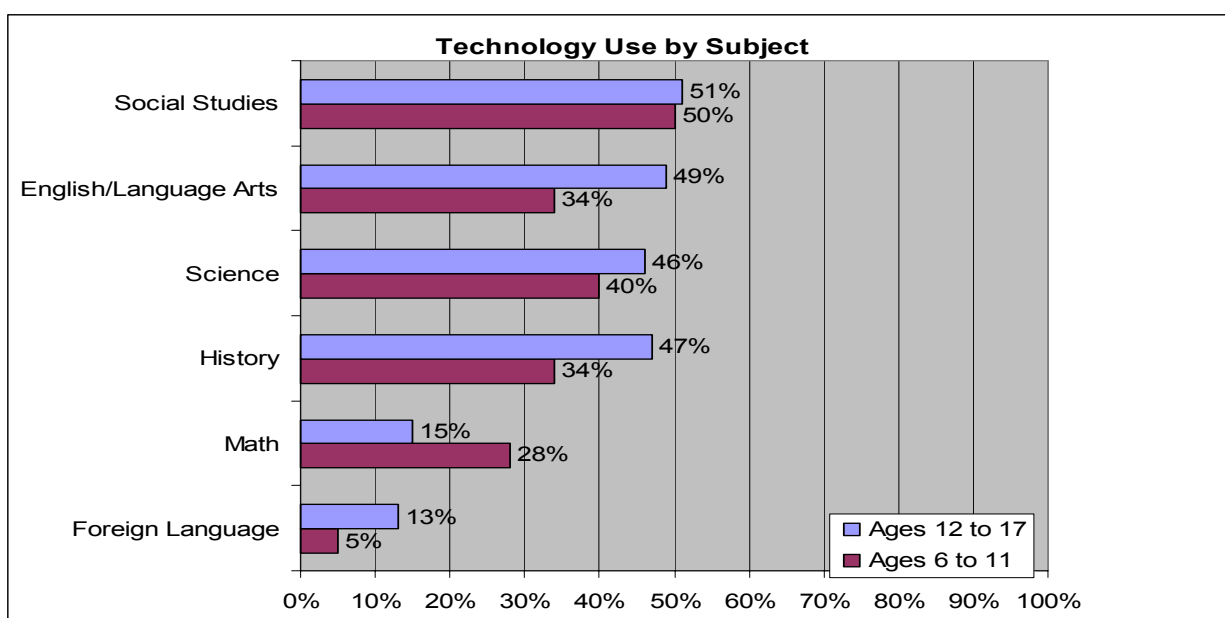
Increase Teacher Pay	Year	US Average	KY Average	Percent
Baseline	1999-2000	\$41,724	\$36,380	87.2%
Actual	2001-2002	\$44,604	\$37,847	84.9%
Estimated NEA	2002-2003	\$45,822	\$38,981	85.1%
Target	2005-2006			100%

*Notes:* Data from US Department of Education, Digest of Education Statistics, 2002, and National Education Association, Rankings and Estimates, 2003

## Performance Indicator 3.3.3. Decrease curriculum gaps through technology



## Performance Indicator 3.3.4. Improve technology access and use





Schools with Student Technology Leadership programs	Year	Percent
Baseline	2000-2001	63.8%
Actual	2001-2002	76.5%
Actual	2002-2003	88.0%
Target	2003-2004	100%

### Objective 3.4. Every family involved in their child's learning

Status: **Action Plan in progress**

KDE's focus is on increasing schools' positive contacts with parents, more parent participation in School Based Decision Making (SBDM), and parents and schools working as partners on behalf of the child through increased participation in parent-teacher conferences and the development of individual graduation plans.

#### Performance Indicator 3.4.1. Increase parent-teacher conferences

Students Represented	Year	Number	Percent of students represented		
			Elementary	Middle	High
Baseline	2000-2001	411,437	79%	63%	52%
Actual	2001-2002	417,898	80%	63%	54%
Target	2005-2006	510,000	95%	85%	85%

*Notes:* Data from School Report Card files. Goal is based on the current performance of the highest performing schools and National PTA standards.

#### Performance Indicator 3.4.2. Increase parents involved in school decisions

Parents serving on SBDM councils and committees	Year	Total number	Average per school		
			Elem	Middle	High
Baseline	2000-2001	15,154	12	13	13
Actual	2001-2002	14,442	12	11	11
Target	2005-2006	22,000*	17	17	17

\*2 parents per council plus 15 on committees

Parents voting in council elections	Year	Number	Total voters as percent of enrollment		
			Elementary	Middle	High
Baseline	2000-2001	72,510	15%	11%	7%
Actual	2001-2002	70,375	11%	12%	12%
Target	2005-2006	110,000	20%	20%	20%

*Notes:* Data from School Report Card files

**Performance Indicator 3.4.3. Increase parent volunteer hours**

Parent volunteer hours	Year	Total hours	Per student	Elementary	Middle	High
Baseline	2000-2001	2,732,820	4.6	6.0	4.0	5.0
Actual	2001-2002	3,017,556	5.0	4.9	5.5	4.2
Target	2005-2006	4,500,000	7.5	7.5	7.5	7.5

*Notes:* Data from School Report Card files

**Performance Indicator 3.4.4. Increase parent involvement in Individual Graduation Plans (IGP)**

Target 75% of parents involved by 2005-2006

*Notes:* Currently, data are not collected on parent involvement in IGPs, but could be included in the parent involvement information on the School Report Card.

**Performance Indicator 3.4.5. Increase literacy and parenting skills of parents in the lowest level of adult literacy**

Baseline:

Actual: 2003 Family Literacy Services in 120 counties

Target: 2004 Family Literacy Services in 120 counties

*Notes:* **Target achieved** through the Council on Postsecondary Education and the Workforce Development Cabinet to require family literacy as part of adult education services. Progress in adult education programs is tracked through the Department of Adult Education and Literacy, with comparable data collection from KDE-funded family literacy programs.

**Objective 3.5. Every community involved in children's learning**

Status: **Action Plan in progress**

KDE's action plans focus on extending community education efforts, expanding community literacy initiatives and increasing job-based learning opportunities for students.

**Performance Indicator 3.5.1. Increase community support for public education**

Counties with community education having at least one community goal for P-12 student learning	Year	Percentage of counties
Baseline	1999-2000	50%
Actual	2002-2003	100%
Target	2002-2003	70%

Counties with Kentucky Schools of Promise volunteer support as part of community education	Year	Percentage of counties
Baseline		
Actual	2002-2003	42%
Target	2002-2003	50%

Service learning as part of a rigorous instructional program in schools with Jobs for Kentucky Graduates (JKG).	Year	Percentage of schools
Baseline	2000-2001	25%
Actual	2001-2002	66%
Actual	2002-2003	70%
Target	2002-2003	45%

*Notes:* **Initial target achieved** with new target to be set. JKG schools have extremely high student graduation rates (low dropout and retention). Service learning is an approach that integrates community service with rigorous academic learning activities.

Students participating in career and technical student organizations	Year	Number of students
Baseline	2000-2001	39,379
Actual	2002-2003	47,398
Target	2003-2004 (10%)	43,317
Target	2005-2006 (10%)	52,138

*Notes:* **Interim goal exceeded.**